



Active Participation: Engaging Them All

1



Anita L. Archer, Ph.D.

Archerteach@aol.com

503-295-7749

2

Active Participation

■ Think Pair Share

■ What are ways that students can respond in a lesson?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

3

Active Participation

■ Think

- Have students think and record responses.
- As students are writing, move around the classroom and record their ideas and their names on an overhead transparency.

■ Pair

- Have students share their ideas with their partners. Have them record their partner's best ideas.
- As students are sharing, continue to record ideas on the overhead.

■ Share

- Use the transparency for sharing with the class.

4

Active Participation - ***Choral Responses***

■ **Choral Responses**

Students are looking at the teacher.

- Ask a question.
- Put up your hands to indicate silence.
- Give thinking time.
- Lower your hands as you say, “*Everyone.*”

Students are looking at a common stimulus.

- Point to the stimulus.
- Ask a question.
- Give thinking time.
- Tap for a response.

5

Active Participation - ***Choral Responses***

■ **Choral Responses**

Students are looking at their own book/paper.

- Ask a question.
- Use an auditory signal (“*Everyone.*”).

■ **Hints for Choral Responses**

- Give adequate thinking time.
- Have students put up their thumbs OR look at you to indicate enough thinking time.
- If students don’t respond or blurt, repeat.

6

Active Participation - *Partners*

■ Partners

Assign partners.

- Pair lower performing students with middle performing students.
- Give the partners a number.
- Sit partners next to each other.
- Utilize triads when appropriate.

7

Active Participation - *Partners*

■ Other hints for partners

- Teach students how to work together. LOOK, LEAN, AND WHISPER.
- Teach students how to give and receive encouragement and compliments.
- Teach students that cooperative practice relates to the work place not to friendship.
- Change the partnerships occasionally (every three to six weeks).
- Join two partnerships to form cooperative teams. If you plan to use cooperative teams often, give students in team numbers 1, 2, 3, and 4. Make 1 and 2 partners and 3 and 4 partners. When requesting responses on partnerships, refer to **evens** and **odds**.

8

Active Participation - *Partners*

Uses of partners.

1. Say answer to partner.
2. Retell content of lesson using a graphic organizer.
3. Review content (**Tell, Help, Check**).
4. Brainstorm (**Think, Pair, Share**).
5. Explain process, strategy, or algorithm using examples.
6. Read to or with partner.

Active Participation - *Partners*

Other Uses of partners.

1. Monitor partner to see if directions are followed.
2. Share materials with partners.
3. Assist partners during independent work.
4. Collect papers, handouts, assignments for absent partners.
5. Provide feedback on written products of partner.
- 6.
- 7.
- 8.

Active Participation – *Individual Turns*

■ Less desirable practices

#1. Teacher asks question. Students raise their hands. Teacher calls on student with raised hand.

#2. Student is inattentive. Teacher calls on the student to regain attention.

11

Active Participation – *Individual Turns*

■ Individual Responses

■ Option #1

- Have students share answers with their partners.
- Call on a student.

■ Option #2

- Ask a question.
- Raise your hands to indicate silence.
- Give thinking time.
- Call on a student.

12

Active Participation – *Individual Turns*

■ Procedures for calling on students to insure that all students are involved.

Procedure #1 - Call on students in different parts of room.

Procedure #2 - Write names on cards or sticks. Draw a name.

13

Active Participation – *Individual Turns*

■ If a student is called on and says “I don’t know.” Scaffold his/her response.

Procedure #1 - Have student consult with his/her partner.

Procedure #2 - Have student consult with his/her book.

Procedure #3 - Have student tell the “best” of previous answers.

Procedure #4 - Tell student an answer.

14

Active Participation – *Written Responses*

■ Written response

- Gauge the length of the written response to avoid “voids”.
 - » Make the response fairly short OR
 - » Make the response “eternal.”
- To keep students from “sneaking” ahead.
 - » Expose limited items on the overhead.
 - » Have students put their pencils down to indicate completion OR have them turn their paper over.

15

Active Participation – *Other Responses*

■ Touch or put pencil on stimulus.

- Increases attention.
- Allows monitoring of attention to stimulus.

■ Act out.

■ Use hand signals.

- Useful to share categorical responses.
- Model hand signal before using.

■ Display answer with response cards.

- Have students write possible responses on cards or paper.
(e.g., Legislative Branch, Executive Branch, Judicial Branch)
- Ask a question. Have students display card or point to response.

16

Active Participation

■ Which of these methods will you use?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

17

18

Active Participation – *Passage Reading*

■ Choral Reading

- Read selection with your students.
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.”
(You may wish to have the students preread the material silently before choral reading.)

■ Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.
(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

19

Active Participation – *Passage Reading*

■ Individual Turns

- Use with small groups.
- Call on an individual student.
- Call on students in random order.
- Vary the amount of material read.

■ Silent Reading

- Pose pre reading question.
- Tell students to read a certain amount.
- Ask them to reread material if they finish early.
- Monitor students’ reading. Have individuals whisper-read to you.
- Pose post reading question.

20

Active Participation – *Passage Reading*

■ Partner Reading

- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, page, or time (5 minutes).
- **Coach** corrects errors.
 - Ask - *Can you figure out this word?*
 - Tell - *This word is _____. What word?*
 - Reread the sentence.*

■ Alternatives to support lowest readers

1. Lowest readers placed on a triad.
2. First reader (better reader) reads material.
Second reader reads the SAME material.
3. Students read the material together.

21

What passage reading procedures do you/will you use?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

22